



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2008
Code: 12531741
SAU: MSAD 59
School: Madison Junior High School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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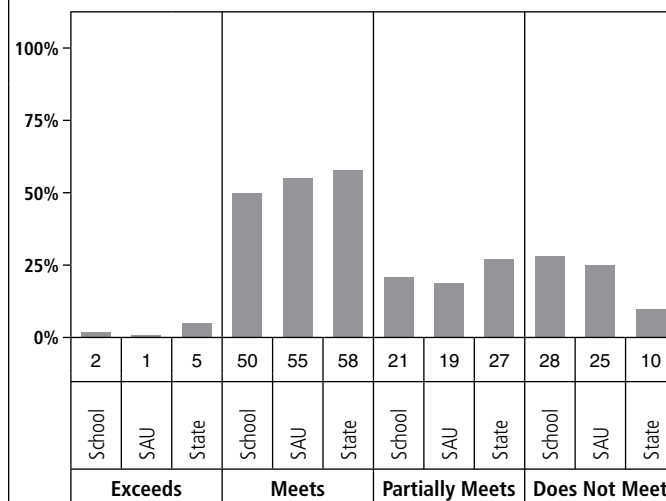
SUMMARY OF SCORES

Test Date: March 2008
Grade: 5
SAU: MSAD 59
School: Madison Junior High School

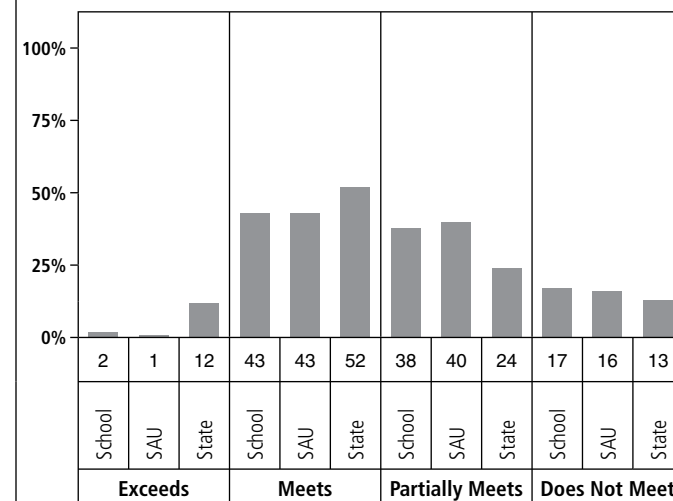
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	541	541	544
2006–2007	541	540	544
2007–2008	540	540	545
Cum. Avg.*	541	540	544
Mathematics			
2005–2006	531	532	543
2006–2007	538	539	546
2007–2008	539	540	546
Cum. Avg.*	536	537	545
ELA – Writing			
2005–2006			
2006–2007	538	537	541
2007–2008	531	533	538
Cum. Avg.*			

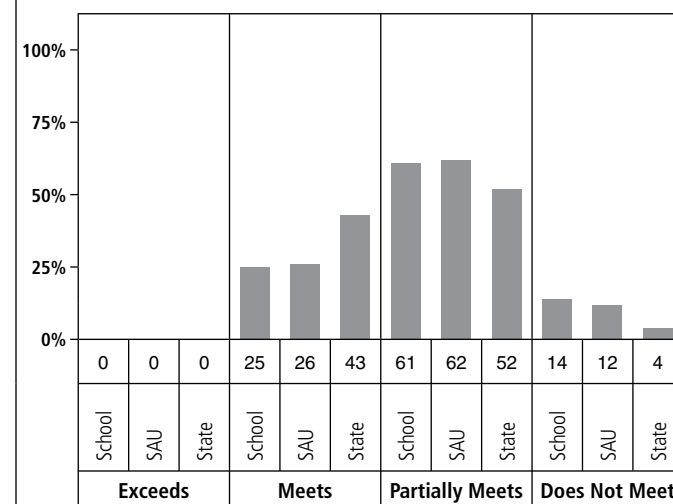
ELA – READING



MATHEMATICS



ELA – WRITING



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 5
 SAU: MSAD 59
 School: Madison Junior High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	60	100	80	100	14240	100	60	100	80	100	14157	100	60	100	80	100	14156	100					59	98
Ethnicity African American/Black	1	2	1	1	404	3	1	100	1	100	396	98	1	100	1	100	398	99					1	100
American Indian or Native Alaskan	1	2	1	1	118	1	1	100	1	100	118	100	1	100	1	100	118	100					1	100
Asian or Pacific Islander	0	0	0	0	201	1	0	0	0	0	199	99	0	0	0	0	199	99					0	0
Hispanic	0	0	0	0	178	1	0	0	0	0	170	97	0	0	0	0	174	99					0	0
Caucasian/White	58	97	78	98	13339	94	58	100	78	100	13274	100	58	100	78	100	13267	100					57	98
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0					0	0
Identified disability	17	28	22	28	2555	18	17	100	22	100	2528	99	17	100	22	100	2526	99					16	94
Current LEP	0	0	0	0	337	2	0	0	0	0	328	97	0	0	0	0	334	99					0	0
Economically disadvantaged	36	60	47	59	5574	39	36	100	47	100	5528	99	36	100	47	100	5531	99					35	97
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100					0	0

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics												ELA-Writing					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	47	78	63	79	11042	78	47	78	61	76	11006	77							46	77	62	78	11127	78
Identified disability (PET/IEP)	4	9	5	8	396	4	4	9	4	7	404	4							3	7	4	6	447	4
LEP	0	0	0	0	144	1	0	0	0	0	141	1							0	0	0	0	147	1
504 plan	0	0	0	0	134	1	0	0	0	0	133	1							0	0	0	0	136	1
Participation with accommodations	11	18	14	18	2974	21	11	18	16	20	3014	21							11	18	14	18	2845	20
Identified disability (PET/IEP)	11	100	14	100	1996	67	11	100	15	94	1986	66							11	100	14	100	1925	68
LEP	0	0	0	0	175	6	0	0	0	0	189	6							0	0	0	0	172	6
504 plan	0	0	0	0	76	3	0	0	0	0	77	3							0	0	0	0	74	3
Other	0	0	0	0	766	26	0	0	1	6	801	27							0	0	0	0	710	25
Participation through alternate assessment (PAAP)	2	3	3	4	136	1	2	3	3	4	136	1							2	3	3	4	135	1
Identified disability (PET/IEP)	2	100	3	100	136	100	2	100	3	100	136	100							2	100	3	100	135	100
LEP	0	0	0	0	4	3	0	0	0	0	4	3							0	0	0	0	4	3
504 plan	0	0	0	0	1	1	0	0	0	0	1	1							0	0	0	0	1	1
Approved non-participation in reading – 1st year LEP	0	0	0	0	5	0																		
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	23	0							0	0	0	0	27	0
Non-participation – other	0	0	0	0	64	0	0	0	0	0	61	0							1	2	1	1	106	1

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 59
School:	Madison Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 561–580)	2005-2006	1	2	2	3	721	5
	2006-2007	2	3	2	2	702	5
	2007-2008	1	2	1	1	659	5
	Cum. Total*	4	2	5	2	2082	5
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 541–560)	2005-2006	30	47	35	47	7571	53
	2006-2007	30	45	36	44	7730	55
	2007-2008	29	50	42	55	8195	58
	Cum. Total*	89	47	113	48	23496	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 531–540)	2005-2006	23	36	28	37	4343	30
	2006-2007	20	30	25	31	4182	30
	2007-2008	12	21	15	19	3800	27
	Cum. Total*	55	29	68	29	12325	29
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 500–530)	2005-2006	10	16	10	13	1628	11
	2006-2007	15	22	18	22	1419	10
	2007-2008	16	28	19	25	1362	10
	Cum. Total*	41	22	47	20	4409	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	25.4	52.9	26.0	54.2	29.2	60.8
Literary Text	24	50	13.1	54.6	13.1	54.6	15.0	62.5
Informational Text	24	50	12.4	51.7	12.9	53.8	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 59
 School: Madison Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	1	2	29	50	12	21	16	28	540	77	1	55	19	25	540	14016	5	58	27	10	545
Ethnicity																						
African American/Black	1										1						388	1	39	34	26	538
American Indian or Native Alaskan	1										1						116	0	44	45	11	541
Asian or Pacific Islander	0										0						197	5	64	23	8	546
Hispanic	0										0						167	2	47	37	14	542
Caucasian/White	56	1	2	28	50	12	21	15	27	540	75	1	55	20	24	541	13148	5	59	27	9	545
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	1	7	3	20	11	73	527	19	0	11	21	68	527	2392	0	26	42	31	536
No	43	1	2	28	65	9	21	5	12	544	58	2	69	19	10	545	11624	6	65	24	5	547
Current LEP																						
Yes	0										0						319	1	36	34	29	537
No	58	1	2	29	50	12	21	16	28	540	77	1	55	19	25	540	13697	5	59	27	9	545
Economically disadvantaged																						
Yes	35	0	0	16	46	7	20	12	34	538	45	0	49	20	31	538	5454	2	48	35	15	541
No	23	1	4	13	57	5	22	4	17	543	32	3	63	19	16	544	8562	7	65	22	6	547
Migrant																						
Yes	0										0						5	0	100	0	0	549
No	58	1	2	29	50	12	21	16	28	540	77	1	55	19	25	540	14011	5	58	27	10	545
Gender																						
Female	23	1	4	11	48	5	22	6	26	540	33	3	58	15	24	541	6766	7	62	24	8	546
Male	35	0	0	18	51	7	20	10	29	540	44	0	52	23	25	540	7250	3	56	30	12	543
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	4	29	4	29	6	43	535	16	0	25	31	44	534	1751	1	35	44	21	538
No	44	1	2	25	57	8	18	10	23	541	61	2	62	16	20	542	12265	5	62	25	8	546
Gifted/talented program																						
Yes	0										0						464	27	71	2	1	557
No	58	1	2	29	50	12	21	16	28	540	77	1	55	19	25	540	13552	4	58	28	10	544

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 59
 School: Madison Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	0	0	1	25	3	75	530	7	0	20	20	60	533	5	2	42	34	22	540
B. less than one hour	55	0	0	20	63	6	19	6	19	542	62	0	66	15	19	542	66	5	60	27	9	545
C. one to two hours	33	1	5	8	42	5	26	5	26	541	28	5	38	33	24	540	26	5	61	26	8	546
D. more than two hours	5	0	0	1	33	0	0	2	67	525	4	0	33	0	67	525	2	3	42	32	23	540
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	33	0	0	8	42	4	21	7	37	538	29	0	45	23	32	540	31	7	63	23	7	547
B. They match some of what I have learned.	50	1	3	17	59	5	17	6	21	543	53	3	63	15	20	543	55	4	61	27	8	545
C. They match just a little of what I have learned.	10	0	0	3	50	2	33	1	17	536	9	0	43	43	14	537	11	2	42	37	19	540
D. There is no match.	7	0	0	1	25	1	25	2	50	528	9	0	43	14	43	533	3	1	30	38	31	536
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	28	1	6	10	63	2	13	3	19	543	28	5	67	10	19	544	30	10	68	16	6	549
B. good	53	0	0	16	52	6	19	9	29	539	55	0	55	21	24	540	53	3	59	29	9	544
C. fair	19	0	0	3	27	4	36	4	36	537	14	0	27	36	36	537	15	1	41	40	18	539
D. poor	0										3	0	50	0	50	531	2	0	23	38	39	534
How difficult was the reading part of this test?																						
A. harder than my regular schoolwork	19	0	0	4	36	1	9	6	55	533	16	0	33	17	50	533	17	3	45	32	19	541
B. about the same as my regular schoolwork	68	1	3	22	56	9	23	7	18	542	66	2	55	22	20	541	67	5	62	26	7	546
C. easier than my regular schoolwork	12	0	0	3	43	2	29	2	29	539	18	0	69	15	15	544	16	6	59	26	9	545
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	14	0	0	1	13	2	25	5	63	525	15	0	18	36	45	529	13	1	33	42	25	537
B. Most of the passages were about the same as what I normally read.	64	1	3	20	56	6	17	9	25	542	57	2	55	14	29	541	56	3	60	29	8	545
C. Most of the passages were easier than what I normally read.	21	0	0	7	58	3	25	2	17	542	28	0	71	19	10	545	31	9	68	18	6	548
How much time do you spend reading at home each day?																						
A. more than one hour	17	0	0	5	50	2	20	3	30	540	20	0	60	13	27	542	18	8	64	20	8	547
B. 20 minutes to an hour	60	1	3	20	57	7	20	7	20	541	57	2	58	21	19	541	56	5	62	25	7	546
C. less than 20 minutes	5	0	0	1	33	0	0	2	67	533	7	0	40	0	60	533	12	2	50	32	15	542
D. I rarely read at home.	17	0	0	3	30	3	30	4	40	536	17	0	38	31	31	538	13	1	44	38	17	540
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	27	0	0	7	47	4	27	4	27	540	27	0	45	30	25	540	26	3	51	32	14	542
B. six to ten pages	36	0	0	10	50	4	20	6	30	538	38	0	57	18	25	540	28	3	59	28	9	544
C. eleven or more pages	38	1	5	11	52	4	19	5	24	541	35	4	58	15	23	541	47	7	63	23	7	546
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 5
SAU: MSAD 59
School: Madison Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 561–580)	2005-2006	0	0	0	0	1415	10
	2006-2007	2	3	3	4	1711	12
	2007-2008	1	2	1	1	1617	12
	Cum. Total*	3	2	4	2	4743	11
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 541–560)	2005-2006	13	20	19	25	6503	45
	2006-2007	23	34	30	37	6778	48
	2007-2008	25	43	33	43	7284	52
	Cum. Total*	61	32	82	35	20565	49
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 529–540)	2005-2006	27	42	30	40	3945	28
	2006-2007	25	37	28	35	3884	28
	2007-2008	22	38	31	40	3341	24
	Cum. Total*	74	39	89	38	11170	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 500–528)	2005-2006	24	38	26	35	2434	17
	2006-2007	17	25	20	25	1683	12
	2007-2008	10	17	12	16	1778	13
	Cum. Total*	51	27	58	25	5895	14

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	7.6	50.7	7.7	51.3	9.0	60.0
Cluster 2: Shape and Size	14	29	5.8	41.4	5.8	41.4	7.5	53.6
Cluster 3: Mathematical Decision Making	5	10	2.2	44.0	1.8	36.0	2.2	44.0
Cluster 4: Patterns	14	29	6.8	48.6	7.1	50.7	8.4	60.0

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lslalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 59
 School: Madison Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	58	1	2	25	43	22	38	10	17	539	77	1	43	40	16	540	14020	12	52	24	13	546
Ethnicity																						
African American/Black	1										1						392	5	33	32	31	537
American Indian or Native Alaskan	1										1						116	5	42	31	22	540
Asian or Pacific Islander	0										0						198	16	59	15	11	549
Hispanic	0										0						173	5	45	30	20	541
Caucasian/White	56	1	2	24	43	21	38	10	18	539	75	1	43	40	16	540	13141	12	53	24	12	546
Not Reported	0										0						0					
Identified disability																						
Yes	15	0	0	0	0	6	40	9	60	527	19	0	11	37	53	528	2390	2	29	34	35	534
No	43	1	2	25	58	16	37	1	2	544	58	2	53	41	3	544	11630	13	57	22	8	548
Current LEP																						
Yes	0										0						330	4	36	27	33	536
No	58	1	2	25	43	22	38	10	17	539	77	1	43	40	16	540	13690	12	52	24	12	546
Economically disadvantaged																						
Yes	35	1	3	14	40	14	40	6	17	539	45	2	42	38	18	539	5461	5	46	30	19	541
No	23	0	0	11	48	8	35	4	17	541	32	0	44	44	13	541	8559	16	56	20	9	549
Migrant																						
Yes	0										0						5	0	60	40	0	544
No	58	1	2	25	43	22	38	10	17	539	77	1	43	40	16	540	14015	12	52	24	13	546
Gender																						
Female	23	1	4	9	39	10	43	3	13	541	33	3	39	42	15	540	6767	11	51	24	13	546
Male	35	0	0	16	46	12	34	7	20	538	44	0	45	39	16	539	7253	12	52	23	13	546
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	14	0	0	2	14	10	71	2	14	534	16	0	13	69	19	532	1755	1	37	39	23	538
No	44	1	2	23	52	12	27	8	18	541	61	2	51	33	15	542	12265	13	54	22	11	547
Gifted/talented program																						
Yes	0										0						464	58	40	2	0	564
No	58	1	2	25	43	22	38	10	17	539	77	1	43	40	16	540	13556	10	52	25	13	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 5
SAU: MSAD 59
School: Madison Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	1	25	1	25	2	50	528	7	0	40	20	40	532	5	6	39	29	25	539
B. less than one hour	55	1	3	15	47	11	34	5	16	541	62	2	45	38	15	541	66	12	52	24	12	546
C. one to two hours	33	0	0	8	42	9	47	2	11	541	28	0	43	48	10	541	26	12	55	23	11	547
D. more than two hours	5	0	0	1	33	1	33	1	33	527	4	0	33	33	33	527	2	9	37	25	29	539
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	33	1	5	9	47	7	37	2	11	542	28	5	48	38	10	542	38	16	56	19	8	549
B. They match some of what I have learned.	50	0	0	15	52	10	34	4	14	541	55	0	52	33	14	541	48	9	53	26	12	545
C. They match just a little of what I have learned.	10	0	0	1	17	3	50	2	33	535	11	0	13	63	25	535	10	6	37	32	24	539
D. There is no match.	7	0	0	0	0	2	50	2	50	525	7	0	0	60	40	528	3	3	24	29	45	532
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	29	0	0	8	47	5	29	4	24	540	30	0	48	30	22	540	31	24	54	14	8	552
B. good	47	1	4	12	44	10	37	4	15	540	45	3	44	41	12	541	47	8	55	25	12	545
C. fair	21	0	0	5	42	5	42	2	17	537	22	0	41	41	18	538	19	2	43	35	20	539
D. poor	3	0	0	0	0	2	100	0	0	536	3	0	0	100	0	536	3	1	26	38	36	533
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	21	0	0	3	25	6	50	3	25	535	23	0	18	59	24	536	18	5	42	30	22	540
B. about the same as my regular schoolwork	70	1	3	22	55	11	28	6	15	542	67	2	56	28	14	542	66	11	55	23	11	547
C. easier than my regular schoolwork	9	0	0	0	0	4	80	1	20	528	11	0	25	63	13	534	17	20	51	19	10	549
How often do you use hands-on materials in mathematics class?																						
A. almost every day	26	1	7	4	27	4	27	6	40	536	29	5	41	27	27	539	21	10	48	26	16	544
B. two or three days a week	43	0	0	12	48	10	40	3	12	542	41	0	48	39	13	542	36	13	54	23	10	547
C. two or three times each month	21	0	0	6	50	6	50	0	0	540	21	0	38	56	6	538	27	12	54	23	11	547
D. never or almost never	10	0	0	3	50	2	33	1	17	536	9	0	43	43	14	537	15	10	49	25	16	544
How often do you use calculators in mathematics class?																						
A. almost every day	10	0	0	0	0	2	33	4	67	526	9	0	14	29	57	528	7	12	44	25	19	543
B. two or three days a week	10	0	0	3	50	1	17	2	33	535	20	0	47	40	13	541	30	13	53	23	11	547
C. two or three times each month	55	1	3	17	53	12	38	2	6	544	53	3	50	38	10	542	34	12	54	23	10	547
D. never or almost never	24	0	0	5	36	7	50	2	14	538	18	0	36	50	14	538	29	9	50	25	16	544
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	14	0	0	4	50	3	38	1	13	541	12	0	44	44	11	541	7	7	40	25	28	539
B. 30–45 minutes	48	0	0	13	46	12	43	3	11	540	42	0	44	47	9	541	31	7	49	29	15	543
C. 45–60 minutes	29	0	0	8	47	5	29	4	24	539	37	0	54	29	18	541	40	12	55	23	10	547
D. more than 60 minutes	9	1	20	0	0	2	40	2	40	531	9	14	0	43	43	528	23	18	54	19	9	549
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											

ELA-WRITING RESULTS

Test Date:	March 2008
Grade:	5
SAU:	MSAD 59
School:	Madison Junior High School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s response demonstrates the skillful ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 561–580)	2005-2006 2006-2007 2007-2008 Cum. Total*	0 0	0 0	0 0	0 0	260 46	2 0
Meets the Standards – The student’s response demonstrates the ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 541–560)	2005-2006 2006-2007 2007-2008 Cum. Total*	28 14	42 25	31 20	38 26	7844 6041	56 43
Partially Meets the Standards – The student’s response demonstrates inconsistent ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 521–540)	2005-2006 2006-2007 2007-2008 Cum. Total*	33 35	49 61	43 47	53 62	5365 7330	38 52
Does Not Meet the Standards – The student’s response demonstrates limited ability to use mode, style, tone, and word choices to achieve the desired purpose for the writing. The response is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interferes with understanding. (scaled score 500–520)	2005-2006 2006-2007 2007-2008 Cum. Total*	6 8	9 14	7 9	9 12	524 555	4 4

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Writing (Standards F & G)	20	100	8.7	43.5	9.2	46.0	10.7	53.5
Stylistic and Rhetorical Aspects of Writing (Standard G)	12	60	4.5	37.5	4.8	40.0	5.6	46.7
Standard English Conventions (Standard F)	8	40	4.2	52.5	4.4	55.0	5.1	63.8

The MEA assesses students’ writing skills through their responses to one common prompt. The goal is to provide an opportunity for students to write a narrative response. Content standards F and G are defined in Maine’s 1997 *Learning Results* which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.

ELA-WRITING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 59
 School: Madison Junior High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	57	0	0	14	25	35	61	8	14	531	76	0	26	62	12	533	13972	0	43	52	4	538
Ethnicity																						
African American/Black	1										1						382	0	31	57	11	534
American Indian or Native Alaskan	1										1						116	0	28	66	6	534
Asian or Pacific Islander	0										0						196	2	55	42	2	541
Hispanic	0										0						170	0	29	62	9	535
Caucasian/White	55	0	0	14	25	33	60	8	15	531	74	0	27	61	12	533	13108	0	44	52	4	538
Not Reported	0										0						0					
Identified disability																						
Yes	14	0	0	1	7	6	43	7	50	522	18	0	6	56	39	525	2372	0	12	72	16	529
No	43	0	0	13	30	29	67	1	2	534	58	0	33	64	3	535	11600	0	50	48	1	539
Current LEP																						
Yes	0										0						319	0	30	58	12	533
No	57	0	0	14	25	35	61	8	14	531	76	0	26	62	12	533	13653	0	44	52	4	538
Economically disadvantaged																						
Yes	34	0	0	9	26	18	53	7	21	530	44	0	25	57	18	531	5435	0	32	61	7	535
No	23	0	0	5	22	17	74	1	4	533	32	0	28	69	3	535	8537	0	50	47	2	539
Migrant																						
Yes	0										0						5	0	40	60	0	538
No	57	0	0	14	25	35	61	8	14	531	76	0	26	62	12	533	13967	0	43	52	4	538
Gender																						
Female	23	0	0	9	39	12	52	2	9	534	33	0	39	55	6	536	6750	1	55	43	2	540
Male	34	0	0	5	15	23	68	6	18	529	43	0	16	67	16	530	7222	0	33	61	6	535
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	13	0	0	0	0	12	92	1	8	528	15	0	0	87	13	528	1745	0	26	69	5	534
No	44	0	0	14	32	23	52	7	16	532	61	0	33	56	11	534	12227	0	46	50	4	538
Gifted/talented program																						
Yes	0										0						464	2	74	23	0	545
No	57	0	0	14	25	35	61	8	14	531	76	0	26	62	12	533	13508	0	42	53	4	537

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–WRITING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
 Grade: 5
 SAU: MSAD 59
 School: Madison Junior High School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	7	0	0	0	0	2	50	2	50	522	7	0	0	60	40	523	5	0	29	57	14	533
B. less than one hour	54	0	0	10	32	18	58	3	10	533	61	0	35	59	7	535	66	0	44	52	3	538
C. one to two hours	33	0	0	4	21	13	68	2	11	531	28	0	19	67	14	530	26	0	45	52	3	538
D. more than two hours	5	0	0	0	0	2	67	1	33	526	4	0	0	67	33	526	2	0	28	60	12	533
Which of the following best describes how you rate yourself as a writer?																						
A. very good	21	0	0	2	17	8	67	2	17	531	25	0	32	58	11	535	25	1	54	42	3	540
B. good	53	0	0	10	33	18	60	2	7	534	47	0	34	60	6	534	50	0	46	51	3	538
C. fair	25	0	0	2	14	9	64	3	21	527	25	0	11	68	21	527	22	0	29	65	6	535
D. poor	2	0	0	0	0	0	0	1	100	516	3	0	0	50	50	527	3	0	18	63	19	530
How difficult was the writing part of this test?																						
A. harder than my regular schoolwork	14	0	0	1	13	3	38	4	50	521	15	0	18	36	45	524	14	0	33	56	10	535
B. about that same as my regular schoolwork	66	0	0	12	32	22	59	3	8	533	57	0	29	64	7	533	65	0	45	52	3	538
C. easier than my regular schoolwork	20	0	0	1	9	9	82	1	9	532	28	0	29	67	5	536	21	0	45	51	4	538
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	0										0											
D.	0										0											